DOCUMENT RESUME

ED 164 180 RC 010 991

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TITLE Evaluation Design 1978-1979: ESAA Title I Migrant Program. Publication Number 78.11.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE 1 Oct 78
NOTE 60p.; Appendix marginally legible due to light type; Best copy available

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Bilingual Education; Componential Analysis; Decision Making; Educational Accountability; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Federal Programs; Information Needs; *Information Sources; Medical Care Evaluation; *Migrant Education; Parent Participation; Preschool Education; Program Development; *Program Evaluation; Student Recruitment
IDENTIFIERS Emergency School Aid Act; *Migrant Programs; *Texas (Austin)

ABSTRACT

To collect and disseminate information relevant to the accountability and program components of the Title I Migrant Program in the Austin school district and to report to the Texas Education Agency through interim and final reports on how well the migrant program is meeting its stated objectives for 1978-79 are the functions of the evaluation for which this design is prepared. The evaluation design focuses on the program's major activities: student recruitment, parental involvement, instructional program from pre-kindergarten through high school, and health and clothing support services. For components of six major questions pertaining to the current contract procedures used with externally funded personnel and the program's instructional, health services, parental involvement components, the evaluation design lists dates decisions are to be made, dates information is needed, relevant evaluation questions and objectives, and information sources. The evaluation design describes how the following data will be collected: (1) needs assessment data--number of migrant students enrolled in the district and where, their achievement levels, and degree to which migrant students are served by other compensatory programs; (2) process data--how well proposed activities are implemented; and (3) outcome data--program impact on achievement of migrant students. An outline of the evaluation time resources allocation for personnel is included. (RS)

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# EVALUATION DESIGN

1978-1979

ESAA Title I Migrant Program
October 1, 1978


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Publication Number: 78.11



ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a Grant from the Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

## PROGRAM STAFF

The following Austin Independent School District staff members are responsible for the implementation of the Title I Migrant Program.

Oscar Cantu
Title I/Title I Migrant Administrator

Jose Mata
Migrant Coordinator

Kathleen Bryan R.N.
Migrant Pediatric Nurse Practitioner

Alicia Talamantez
Migrant Parent Involvement Specialist

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I

# EVALUATION DESIGN REVIEW FORM

The following persons have been provided with an opportunity to review and to make comments on pertinent sections of this design.

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Elementary Principals
With a Migrant Teacher

Secondary Principals
With a Migrant Teacher

# PROGRAM SUMMARY

The Title I Migrant Program is a rapidly growing, federally funded program within the Austin Independent School District which is designed to meet the unique needs of the District's migrant students. Funds to aid in the education of migrant students are made available to the states based on the number of students who are home-based within each state. The Texas Education Agency then allocates the Texas funds to local districts based on district need and program quality. Both currently migratory and formerly migratory children may be served by the Migrant Program. A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or migratory fisherman; and (b) who has within the past twelve months moved from one school district into another in order to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. The term "agricultural activity" means "any activity related to crop production (including preparing soil and storing, curing, canning, or freezing of crops); any activity related to the production and processing of milk, poultry, and livestock (for human consumption); and any operation involved in forest nurseries and fish farms." A formerly migratory child is one who has migrated within the last five years.

The level of funding for the Migrant Program in 1977-78 was about $500,000. For the 1978-79 school year, the funding level has risen to slightly more than $800,000.

The activities of the Migrant Program are centered around

a) recruitment of students and parental involvement,
b) an instructional program from pre-kindergarten through high school, and
c) health and clothing support services.

Recruitment and Parental Involvement

It is the responsibility of the Migrant Parent Involvement Specialist, five community representatives, and two Migrant Student Record Transfer System (MSRTS) clerks to see that all migrant students in the District are registered with the program each year. In order to be eligible for the services provided by the Program, the parents of the students must complete a Certificate of Eligibility/Identification. In signing this form the parents certify that their children have met the definition of a migrant student. Using the previous year's list of migrant students and other sources, the Parent Involvement Specialist and community representatives begin making home vistis to register students prior to the beginning of the school year. When the Eligibility/Identification forms have been completed, they are sent by the MSRTS clerks to the Region XIII Education Service Center for entry into the MSRTS data bank in Little Rock, Arkansas. In addition, the MSRTS clerks see that educational and health information in the data bank

is updated on a periodic basis and maintain lists of registered migrant students by family and by school.

The Migrant Program is also required by federal guidelines to establish Parent Advisory Councils at each local campus with a Migrant teacher and for the District as a whole. The PACs provide the parents of migrant students and other community members with an opportunity to learn more about the Migrant Program (its purpose and what it offers) and a mechanism for advising the District in its operation of the program and its planning for the future. It is the responsibility of the Parent Involvement Specialist and the community representatives to see that the PACs are established and operate in accordance with federal regulations.

Instructional Program

Pre-kindergarten: The Migrant Program currently has eight pre-kindergarten classes, two more than last year. The pre-kindergarten program is for students four years old. The current campuses with pre-k classes are Oak Springs, Allison, Dawson, Mathews, Metz, Brooke, Brentwood, and St. Elmo. Each pre-k classroom is staffed with a teacher, and an instructional aide. The pre-kindergarten program uses a bilingual curriculum developed by the Southwest Educational Development Laboratory.

Grades K-5: The Migrant Program will have a Migrant teacher in each of the following schools: Allison, Becker, Brooke, Dawson, Ortega. The instructional emphasis will be Oral/Written Communication through the Title I instructional model adopted by each school.

Grade 6: The Migrant Program will have one Migrant teacher at the Travis Heights Sixth Grade School this year. There the instructional emphasis will also be on Oral/Written Communication. Migrant sixth graders at Allan and Martin will also be served by the Migrant teachers at their campuses. There the instructional emphasis will be on Oral Language Development.

Grades 7-12: The instructional emphasis at grades 7-12 will be Oral Language Development. The teachers at this level will be using A Guide to Oral Language in the Migrant Program developed by the Migrant Program. Secondary Migrant teachers for 1978-79 will be found at Allan, Fulmore, and Martin Junior High and at Travis and Johnston (two teachers) High Schools. Migrant students at other schools are expected to be served by other compensatory programs.

Health and Clothing Services

The Migrant Program also provides health and clothing benefits to migrant students who are in need of them. To receive the benefits, however, the students must be served by a compensatory education program such as the Migrant Program, Title I Regular, or the Title VII Bilingual Program. The Pediatric Nurse Practitioner employed by the Migrant Program screens and examines migrant students and makes referrals to physicians and dentists as needed. Funds from the Migrant Program are used to pay physician and dentist fees, lab fees, and to purchase glasses.

Clothing can also be provided to migrant students as the need arises. This is usually handled through the community representatives upon the recommendation of the Migrant teachers.

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# EVALUATION SUMMARY

The evaluation of the Migrant Program for 1978-79 has two main functions:

a) to collect and disseminate information relevant to the decision questions outlined in this document, and
b) to report to the Texas Education Agency through interim and final evaluation reports on how well the Migrant Program is meeting its stated objectives.

In carying out these functions the Migrant Evaluation will collect three basic types of data; needs assessment data, process data, and outcome data. The needs assessment data will include such things as how many migrant students are enrolled in the District and where, what their achievement levels are this year, and the degree to which migrant students are being served by other compensatory programs.

Process data provides information about how well the activities proposed for the Program are being implemented. Data in this category include parent and teacher questionnaires, classroom observations, and PAC meeting records.

The outcome data will indicate the extent to which the Migrant Program has had an impact on the achievement of migrant students. The California Achievement Tests and the mastery tests of the Bilingual Early Childhood Program will be the measures used.

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# IIIA

# DECISION QUESTIONS ADDRESSED

A. Accountability Questions

D1. Should the current contract porcedures used with externally funded personnel be modified?

B. Program Questions

D2. Should the Pre-K instructional component be continued as it is, modified, expanded, or deleted?

D3. Should the K-5 instructional component be continued as it is, modified, expanded, or deleted?

D4. Should the Secondary instructional component be continued as it is, modified, expanded, or deleted?

D5. Should the Health Services component be continued as it is, modified, expanded, or deleted?

D6. Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

# IIIB
# DECISION QUESTIONS OVERVIEW

| DECISION QUESTIONS | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| **Accountability Questions** | | | | |
| D1. Should the current contract procedures used with externally funded personnel be modified? | August 1979 | June 1979 | D1-1. What contract proceudures are currently used with externally funded personnel? | a) Interview with the Assistant Director of Special Area Personnel |
| | | | D1-2. Are the personnel evaluation ratings received by externally funded teachers in Title I, Title I Migrant, and SCE schools different than those received by locally funded personnel in comparable positions? | a) Personnel Evaluation Files |
| | | | D1-3. Do externally funded teachers in Title I Title I Migrant, and SCE schools differ from locally funded teachers on such demographic variables as years of teaching experience, degrees, ethnicity, etc.? | a) District Personnel Files |
| | | | D1-4. What is the effect of the current contract policy upon externally funded professional personnel? | a) Externally Funded Professional Personnel Interview/Questionnaire |
| **System Questions** | | | | |
| D2. Should the Pre-K instructional component be continued as it is, modified, expanded, or deleted? | February and August 1979 | January and June 1979 | D2-1. Were the achievement objectives met? | |
| | | | a. Upon completion of the required units, the participants in the pre-kindergarten program will master an average of 10 of the 12 items on Mastery Tests I and II and 8 of the 10 items on Mastery Test III of the SEDL Bilingual Early Childhood Program Curriculum. | a) BECP Mastery Tests |
| | | | D2-2. Were the decisions made in the 1978 Decisions Process implemented? | a) To be determined |

# IIIB
# DECISION QUESTIONS OVERVIEW

| DECISION QUESTIONS | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| | | | D2-3. What has been the long term effect of participation in the Pre-K program? | a) Pre-K Longitudinal Files |
| | | | D2-4. Were any problems encountered by the Pre-K teachers in the implementation of the Pre-K Program?<br>a. How helpful were the parent helpers?<br>b. Was staff development timely and helpful?<br>c. What instructional supervision was provided to Migrant teachers?<br>d. What are the perceived needs of the Migrant teachers supervision?<br>e. What supervison should be provided to the Migrant teachers, who should provide the supervision? | a) Migrant Student Attendance Form<br>b) Migrant Teacher Questionnaire<br>c) Migrant Parent Questionnaire<br>d) Migrant Principal Questionnaire<br>e) Migrant Coordinator Questionnaire |
| D3. Should the K-5 instructional component be continued as it is, modified, expanded, or deleted? | February and August 1979 | January and June 1979 | D3-1. Were the achievement objectives met?<br>a. Kindergarten: By February of the 1978-79 school year, those migrant kindergarten students served by the Migrant Program will demonstrate an understanding of basic concepts by scoring an average gain of 6.5 points between pre and post administrations of the Boehm Test of Basic Concepts. | a) Boehm Test of Basic Concepts |
| | | | b. First Grade: By April of the 1978-79 school year, those first-grade students served by the Migrant Program will demonstrate a basic knowledge of reading by scoring an average grade equivalent within one month of that expected for students in the eighth month of the first as measured by a single administration of the California Achievement Test (Reading Section) in April, 1979. | a) California Achievement Tests |

# IIIB
# DECISION QUESTIONS OVERVIEW

| DECISION QUESTIONS | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| | | | c. Grades 2 through 5: By April of the 1978-79 school year, those migrant students in grades 2 through 5 who are served by the Migrant Program will demonstrate a gain of 0.8 months of reading achievement per month of instruction as measured by the Reading Section of the California Achievement Test (combined vocabulary and comprehension subtests). | a) California Achievement Tests |
| | | | D3-2. Were the decisions made in the 1978 Decision Process implemented? | a) To be determined |
| | | | D3-3. Were any problems encountered in the implementation of the K-5 program? | |
| | | | a. How often do students receive instruction from the Migrant teacher and how much instructional time do they receive? How much time is spent on Oral Language Development and other activities? | a) Migrant Student Attendance Form<br>b) Migrant Teacher Questionnaire<br>c) Classroom Observations |
| | | | b. How does the instruction provided by the Migrant teacher supplement the student's regular instructional program? | a) All of the above<br>b) Teacher Questionnaire |
| | | | c. How successfully was the program implemented at each campus for each grade? | a) All of the above |
| | | | d. Was staff development timely and helpful? | a) Migrant Teacher Questionnaire<br>b) Principal Questionnaire<br>c) Migrant Coordinator Questionnaire |
| | | | e. What instructional supervision was provided to Migrant teachers? | a) All of the above |
| | | | f. What are the perceived needs of the Migrant teachers for supervision? | a) All of the above |
| | | | d. What supervision should be provided to the Migrant teachers, who should provide the supervision? | a) All of the above |

# IIIB
# DECISION QUESTIONS OVERVIEW

| DECISION QUESTIONS | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| D4. Should the Secondary instructional component be continued as it is, modified, expanded, or deleted? | February and August 1979 | January and June 1979 | D4-1. Were the achievement objectives met? | |
| | | | a. Oral Language Development/Reading: As of April of the 1978-79 school year, those secondary migrant students who are served by the Migrant Program will demonstrate a gain of 0.8 months per month of instruction as measured by the vocabulary subtest of the California Achievement Test. | a) California Achievement Test |
| | | | D4-2. Were the decisions made in the 1978 Decision Process implemented? | a) To be determined |
| | | | D4-3. Were any problems encountered in the implementation of the Secondary program? | |
| | | | a. How often do students receive instruction from the Migrant teacher and how/where is that instruction received? | a) Migrant Student Attendance Form |
| | | | b. How does the instruction provided by the Migrant teacher supplement the student's regular instructional program? | a) Teacher Questionnaire<br>b) Migrant Teacher Questionnaire |
| | | | c. To what extent are informal assessment instruments being used by the Migrant teacher to place students at an instructional level? | a) Migrant Student Folders<br>b) Migrant Teacher Questionnaire |
| | | | d. How effectively was the program implemented at each campus for each grade? | a) All of the above |
| | | | e. Was staff development timely and helpful? | a) Migrant Teacher Questionnaire<br>b) Principal Questionnaire<br>c) Migrant Coordinator Questionnaire |
| | | | f. What instructional supervision was provided to the Migrant teachers? | a) All of the above |
| | | | g. What are the perceived needs of the Migrant teachers for supervision? | a) All of the above |

# IIIB
# DECISION QUESTIONS OVERVIEW

| DECISION QUESTIONS | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| | | | h. What supervision should be provided to the Migrant teachers, who should provide the supervision? | a) Migrant Teacher Questionnaire<br>b) Principal Questionnaire<br>c) Migrant Coordinator Questionnaire |
| | | | D4-4. What alternatives are available for providing supplementary instruction on the Secondary level? | a) Survey of Migrant Program in Other School Districts |
| D5. Should the Health Services component be continued as it is, modified, expanded, or deleted? | February and August 1979 | January and June 1979 | D5-1. Were the component's objectives met? | |
| | | | a. During the 1978-79 school year, the Migrant nurse will provide health services to 75% of the students on a campus with migrant instructional staff (K-12). | a) Health Services Form<br>b) Medical Expenses Form<br>c) Migrant Student Master File |
| | | | b. The Migrant nurse will provide health services to 90% of the Pre-K students in the Migrant Program. | |
| | | | D5-2. Were the decisions made in the 1978 Decision Process implemented? | a) To be determined |
| | | | D5-3. Were any problems encountered in the implementation of the Health services component? | a) Migrant Teacher Questionnaire<br>b) Migrant Nurse Questionnaire<br>c) Migrant Parent Questionnaire |
| D6. Should the Parental Involvement component be continued as it is, modified, expanded, or deleted? | February and August 1979 | January and June 1979 | D6-1. Were the component's objective met? | |
| | | | a. Parental Involvement Component: By October of the 1978-79 school year, the Parental Involvement personnel will establish local Title I Migrant PAC or local Title I/Title I Migrant PAC in coordination with Title I personnel in accordance with TEA. | a) PAC Data: Agendas, Minutes, Rosters |
| | | | b. The Pre-K teachers will implement the "Home Activities for Parents" with parents of at least 50% of the children in their classes. | a) Migrant Student Attendance Form<br>b) Migrant Teacher Questionnaire<br>c) Migrant Parent Questionnaire |

IIIB

# DECISION QUESTIONS OVERVIEW

| DECISION QUESTION | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| | | | c. The Title I Migrant Community Representatives will conduct parent training for parents of students grades K-12 at each local PAC at least twice during the school year. | a) Parent Training Evaluation Forms<br>b) Migrant Parent Questionnaire |
| | | | D6-2. Were the decisions made in the 1978 Decision Process implemented? | a) To be determined |
| | | | D6-3. Were any problems encountered in the implementation of the Parental Involvement component? | a) PAC Data<br>b) PAC Officer Questionnaire<br>c) Migrant Teacher Questionnaire<br>d) Migrant Parent Questionnaire |
| | | | a. Were clothing purchases handled efficiently?<br>1. What was the total number of requests made?<br>2. For what percentage of the requests were purchases made? | a) Migrant Student Master File<br>b) Clothing Purchases Form |
| | | | b. Was the recruitment procedure handled efficiently?<br>1. By what date were 90% of the students identified?<br>2. What percentage of last year's students were registered again this year? | a) Migrant Student Master File |

# IVA

# INFORMATION NEEDS

Annual Evaluation Report for the Texas Education Agency, Summer Term, 1978

I1. How many migrant students were served by instructional and/or support components of the Migrant Program by grade and ethnicity during the summer term?

I2. To what extent have the objectives been attained?

Needs Assessment Document

I3. How many migrant students will be enrolled in each school by grade in the 1979-80 academic year?

I4. What is the achievement level of the migrant students by school and grade? How do they compare with the district average?

I5. What compensatory programs serve migrant students at each grade for each school; how many migrant students are served by each?

I6. What health and clothing needs have been identified for the migrant students?

Addendum to Annual Evaluation Report for the Texas Education Agency

I7. Delineate factors which enhanced the effectiveness of each of the components in the 1977-79 program.

I8. Delineate factors which reduced the effectiveness of each component in the 1977-78 program.

1979-80 Title I Migrant Application to the Texas Education Agency

I9. Are the objectives in each of the proposed components written in a clear and precise manner? Are the intended activities measurable?

I10. How will the objectives in each of the components be evaluated?

I11. What are the proposed objectives for the 1979-80 evaluation component?

I12. What is the proposed budget for the 1979-80 evaluation component?

Annual Evaluation Report for the Texas Education Agency

I13. How many migrant students were served by instructional and/or support components of the Migrant Program by grade and ethnicity during 1978-79?

I14. How many parents were involved in each component?

I15. How many students have received medical and/or dental treatment provided through Migrant funds?

I16. How many migrant students participate in instructional components funded by other compensatory programs?

I17. How many migrant students participate in Plan A or Plan B special education programs?

I18. What was the average gain in grade equivalents of migrant students at each grade level?

I19. To what extent have the objectives for each component been attained?

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| I4. What is the achievement level of the migrant students by school and grade? How do they compare with the district average? | 2-1 79 | a) Migrant Student Master File<br>b) Boehm Test of Basic Concepts<br>c) Metropolitan Readiness Test<br>d) California Achievement Tests<br>e) Sequential Tests of Educational Progress |
| I5. What compensatory programs serve migrant students at each grade for each school; how many migrant students are served by each? | 2-1-79 | a) Migrant Student Master File<br>b) Compensatory Programs Master List |
| I6. What health and clothing needs have been identified for the migrant students? | 2-1-79 | a) Health Services Form<br>b) Medical Expenses Form |
| C. Addendum to Annual Evaluation Report for the Texas Education Agency | | |
| I7. Delineate factors which enhanced the effectiveness of each of the components in the 1977-78 program. | 2-1-79 | a) Title I Migrant Final Evaluation Report for TEA, June, 1978<br>b) Title I Migrant Final Report and Final Technical Report, June, 1978 |
| I8. Delineate factors which reduced the effectiveness of each component in the 1977-78 program. | 2-1-79 | a) Title I Migrant Final Evaluation Report for TEA, June, 1978<br>b) Title I Migrant Final Report and Final Technical Report, June, 1978 |
| D. 1979-80 Title I Migrant Application | | |
| I9. Are the objectives in each of the proposed components written in a clear and precise manner? Are the intended activities measurable? | 2-1-79 | a) 1979-80 Title I Migrant Application |

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# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| A. Annual Evaluation Report for the Texas Education Agency, Summer Term, 1978 | | |
| I1. How many migrant students were served by instructional and/or support components of the Migrant Program by grade and ethnicity during the summer term? | 8-31-78 | a) Summer School Rosters |
| I2. To what extent have the objectives been attained? | | |
| a. By the end of the summer program, the migrant children at the pre-kindergarten level will on the average demonstrate a statistically significant gain in language skills as measured by administrations of the Test of Basic Experiences (TOBE) Language Test at the beginning and end of the summer school term. | 8-31-78 | a) TOBE - Language Test |
| b. Migrant secondary students will be registered and attend classes offered through AISD regular summer program classes and credit will be received in 80% of the total course begun. | 8-31-78 | a) Summer School Rosters |
| B. Needs Assessment Document | | |
| I3. How many migrant students will be enrolled in each school by grade in the 1979-80 academic year? | 2-1-79 | a) Migrant Student Master File |

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| I10. How will the objectives in each of the components be evaluated? | 2-1-79 | a) 1979-80 Title I Migrant Application |
| I11. What are the objectives for the 1979-80 evaluation component? | 2-1-79 | a) 1979-80 Title I Migrant Application |
| I12. What is the proposed budget for the 1979-80 evaluation component? | 2-1-79 | a) 1979-80 Title I Migrant Application |
| E. Texas Education Agency, Annual Report | | |
| I13. How many migrant students were served by instructional and/or support components of the Migrant Program by grade and ethnicity during 1978-79? | 5-1-79 | a) Migrant Student Attendance Form<br>b) Health Services Form<br>c) Medical Expenses Form<br>d) Clothing Purchases Forms |
| I14. How many parents were involved in each component? | 5-1-79 | a) Migrant Student Attendance Form |
| I15. How many students have received medical and/or dental treatment provided through migrant funds? | 5-1-79 | a) Medical Expenses Form |
| I16. How many migrant students participate in instructional components funded by other compensatory programs? | 5-1-79 | a) Migrant Student Master File<br>b) Compensatory Programs Master List |
| I17. How many migrant students participate in Plan A or Plan B special education programs? | 5-1-79 | a) Special Education File |
| I18. What was the average gain in grade equivalents of migrant students at each grade level? | 5-1-79 | a) Boehm Test of Basic Concepts<br>b) California Achievement Tests |

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# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| I19. To what extent have the objectives for each component been attained? | 5-1-79 | |
| a. Pre-Kindergarten Component Upon completion of the required units, the participants in the pre-kindergarten program will master an average of 10 of the 12 items on Mastery Tests I and II and 8 of the 10 items on Mastery Test III of the SEDL Bilingual Early Childhood Program Curriculum. | 5-1-79 | a) BECP Mastery Tests |
| b. Oral/Written Communications | | a) Boehm Test of Basic Concepts |
| 1. Kindergarten: By February of the 1978-79 school year, those migrant kindergarten students served by the Migrant Program will demonstrate an understanding of basic concepts by scoring an average gain of 6.5 points between pre and post administrations of the Boehm Test of Basic Concepts. | 5-1-79 | |
| 2. First Grade: By April of the 1978-79 school year, those first grade students served by the Migrant Program will demonstrate a basic knowledge of reading by scoring an average grade equivalent within one month of that expected for | 5-1-79 | a) California Achievement Tests |

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| students in the eighth month of the first as measured by a single administration of the California Achievement Test (Reading Section) in April, 1979. | | |
| 3. Grades 2 through 5: By April of the 1978-79 school year, those migrant students in grades two through five who are served by the Migrant Program will demonstrate a gain of 0.8 months of reading achievement per month of instruction as measured by the California Achievement Test (combined vocabulary and comprehension subtests). | 5-1-79 | a) California Achievement Tests |
| c. Oral Language Development/ Reading<br><br>As of April of the 1978-79 school year, those secondary migrant students who are served by the Migrant Program will demonstrate a gain of 0.8 months per month of instruction as measured by the vocabulary subtest of the California Achievement Test. | 5-1-79 | a) California Achievement Tests |
| d. Health Services Component<br><br>During the 1978-79 school year the Migrant nurse will provide | 5-1-79 | a) Health Services Form<br>b) Medical Expenses Form<br>c) Migrant Student Master File |

78.11

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| health services to 75% of the students on a campus with migrant instructional staff (K-12). | | |
| The Migrant Nurse will provide health services to 90% of the Pre-K students in the Migrant Program. | 5-1-79 | |
| e. Parental Involvement Component | | |
| By October of the 1978-79 school year, the Parental Involvement personnel will establish local Title I Migrant PAC or local Title I/ Title I Migrant PAC in coordination with Title I personnel in accordance with TEA regulations. | 5-1-79 | a) PAC Data: Agendas, Minutes, Rosters |
| The Pre-K teachers will implement the "Home Activities for Parents" with parents of at least 50% of the children in their classes. | 5-1-79 | a) Migrant Student Attendance Form<br>b) Migrant Teacher Questionnaire<br>c) Migrant Parent Questionnaire |
| The Title I Migrant Community Representatives will conduct parent training for parents of students grades K-12 at each local PAC at least twice during the school year. | 5-1-79 | a) Parent Training Evaluation Forms<br>b) Migrant Parent Questionnaire |

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| f. MSRTS Component | | |
| Within two weeks after migrant students arrive in the school district, eligibility forms for these students will be transmitted to the ESC terminal site. Identification and recruitment of migrant students will continue throughout the year, to include transmitting the eligibility forms to the terminal on a continuous, year-round basis. | 5-1-79 | a) Migrant Student Master File<br>b) ESC Terminal Records |
| By February 1, 1979, all initial update (medical and instructional) information will have been transmitted to the ESC terminal site. Updating information will be transmitted to the terminal site in a timely fashion, continuously during the year. | 5-1-79 | a) ESC Terminal Records |
| Within a week after migrant students withdraw from school, final update and withdrawl information will have been transmitted to the terminal site. | 5-1-79 | a) ESC Terminal Records |
| g. Evaluation Component | | |
| By July 1, 1979, the Title I Migrant evaluation staff will have sent to the Texas Educa- | 6-30-79 | a) TEA Annual Evaluation Report for Title I Migrant |

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| tion Agency the Annual Evaluation Report. | | |
| By June 30, 1979, the Title I Migrant Evaluation staff will have published a Final Evaluation Report and Technical Report addressing the decision questions developed by the AISD decision makers with authority over the Migrant Program. | 6-30-79 | a) Title I Migrant Final Report and Final Technical Report |
| By January 31, 1978, the Title I Migrant evaluation staff, in cooperation with the Title I regular evaluation staff, will provide the program staff with a comprehensive needs assessment for the planning of the 1979-80 Migrant Program. | 1-31-79 | a) Needs Assessment Document |

# V

# DISSEMINATION

| INFORMATION | DISSEMINATION FORMAT | DATE OF DISTRIBUTION | PERSONS RECEIVING |
|---|---|---|---|
| 1. Evaluation Findings for 1977-78 | a) Final Technical Report | 7-1-78 | School Board, DDP Program Staff, TEA |
| | b) Final Report Summary | 7-1-78 | |
| | c) TEA Final Report | 7-1-78 | TEA |
| | d) Decision Packet | 8-15-78 | Cabinet, Asst. Superintendent, Decision-making Committee |
| | e) Descriptive Brochure | 9-14-78 | PAC, DDP, Program Staff, principals of schools with Migrant teachers |
| | f) Oral presentation | 11-9-78 | PAC |
| 2. Summer School Evaluation, 1978 | a) Summer School Report | 9-1-78 | TEA |
| 3. Evaluation Design, 1978-79 | a) Outline of data to be collected | 9-30-78 | DDP, Depts. of Educational Instructional Coordinators, school principals |
| 4. Interim Findings | a) Needs Assessment Document/ Program Application | 2-1-79 | DDP, Program Staff |
| | b) Informative memos | Throughout the year | |

# VI

# INFORMATION SOURCES

| INFORMATION SOURCE | POPULATION | EVALUATION QUESTIONS REFERENCED | DATE COLLECTED | ANALYSIS TECHNIQUES | REMARKS |
|---|---|---|---|---|---|
| TEST DATA | | | | | |
| 1. BECP Mastery Tests | Migrant pre-kindergarten students. | D2-1, I19 | September through April | Frequency distribution of number of items correct for each Mastery Test completed. | Will be given by teachers at the close of each group of units. |
| 2. Boehm Test of Basic Concepts | Migrant kindergarten students. | D3-1, I14, I18, I19 | September and February | Frequency distribution of raw scores and computation of a mean and median. Conversion to percentile ranking. | District Wide Testing |
| 3. California Achievement Tests | All migrant students served by a Migrant teacher, grades 2-12 (pretest). All migrant student grades 1-12 (posttest). | D3-1, I14, I18, I19 | October February April | Frequency distribution of gains in grade equivalents by grade and computations of a mean and median gain by grade. Computation of mean and median raw scores by grade and conversion to percentile ranking. Computation by grade of average gain in grade equivalents per month of instruction. | District Wide Testing Grades 1-4 (Pretest Spring, 1978), Special Testing Pre Grades (all students not tested in spring), Post Grades 4-12 |
| 4. Metropolitan Readiness Test | First-grade migrant students. | I14 | September | Frequency distribution of raw scores and computation by grade of mean and median. Conversion to percentile ranking. | District Wide Testing |
| 5. Sequential Tests of Educational Progress | All migrant students in grades 9-12. | 14 | April | Frequency distribution and computation by grade of mean and median raw scores. Conversion to percentile ranking. | District Wide Testing |
| INTERVIEW/QUESTIONNAIRE DATA | | | | | |
| 6. Migrant Teacher Questionnaire | All Migrant teachers. | D2-4, D3-3, D4-3, D5-3, D6-1, D6-3 I19 | January 1979 | Frequency distributions. | |

# VI
# INFORMATION SOURCES

| INFORMATION SOURCE | POPULATION | EVALUATION QUESTIONS REFERENCED | DATE COLLECTED | ANALYSES TECHNIQUES | REMARKS |
|---|---|---|---|---|---|
| 7. Teacher Questionnaire | Sample of teachers in schools with a Migrant teacher. | D3-3, D6-1 | January | Frequency distribution. | |
| 8. Migrant Nurse Interview | Migrant nurse. | D5-3, I4 | January | Content coding. | |
| 9. Migrant Parent Questionnaire | Random sample of migrant parents. | D5-3, D6-1, D6-3, I19 | January | Frequency distribution. | |
| 10. PAC Officer Questionnaire | District PAC Officers. | D6-3 | January | Frequency distribution. | |
| 11. Interview with the Assistant Director of Special Area Personnel | Assistant Director of Special Area Personnel. | D1-1 | January | Content coding. | |
| 12. Migrant Principal Questionnaire | All principals of schools with Migrant teachers. | D2-4, D3-3, D4-3 | January | Frequency distribution. | |
| 13. Migrant Coordinator Questionnaire | Migrant coordinators. | D2-4, D3-3 D4-3 | January | Content coding. | |
| DATA FORMS<br>14. Clothing Purchases Form | All students receiving clothing. | D6-3, I13 | July through April | Frequency distribution. Total by month. | |
| 15. Health Services Form | All students served by the Migrant Program Nurse. | D5-1, I6, I13, I19 | July through April | Frequency distribution. Total by month. | |

# VI

# INFORMATION SOURCES

| INFORMATION SOURCE | POPULATION | EVALUATION QUESTIONS REFERENCED | DATE COLLECTED | ANALYSIS TECHNIQUES | REMARKS |
|---|---|---|---|---|---|
| 16. Medical Expenses Form | All students for whom medical expenses were paid. | D5-1, I6, I13, I15, I19 | July through April | Frequency distribution. Total by month. | |
| 17. Migrant Student Attendance Form | All migrant students served by a Migrant teacher. | D2-4, D3-3, D4-3, D6-1, I13, I14, I19 | August through April | Frequency distribution. Total by six-week periods. Comparisons across schools by grade. Comparisons by type of instruction (pull-out vs. teaming vs. regularly scheduled classes). Correlation and crosstabs of gain in achievement X type of instruction and percent attendance (number of days receiving instruction divided by number of days scheduled to receive instruction). | |
| 18. Parent Training Evaluation Forms | Migrant parents receiving parent training from community representative. | D6-1, I19 | November through April | Frequency distribution. | |
| LARGE DATA FILES<br>19. Compensatory Programs Master List | All students served by AISD compensatory education programs. | I5, I16 | September through April | Frequency distribution of students served by each program and combinations of programs. | |
| 20. Personnel Evaluation Files | Sample of Title I, Title I Migrant, SCE and locally funded teachers. | D1-2 | December | Frequency distributions, t-test between federal and local funded personnel. | |
| 21. District Personnel Files | Sample of Title I, Title I Migrant, SCE and locally funded teachers. | D1-3 | December | Frequency distributions, comparisons between federal and locally funded personnel. | |

# VI

# INFORMATION SOURCES

| INFORMATION SOURCE | POPULATION | EVALUATION QUESTIONS REFERENCED | DATE COLLECTED | ANALYSIS TECHNIQUES | REMARKS |
|---|---|---|---|---|---|
| 22. Migrant Student Master File | All registered migrant students. | D5-1, D6-3, I4, I5, I16 I19 | July through April | Frequency distributions by school and grade. Merging with District DIME file to project student enrollment by school and grade for 1979-80. Merging with District Test files to obtain student achievement data. | |
| 23. Pre-K Longitudinal File | Migrant students through fourth grade. | D2-3 | March 1979 | To be determined. | |
| 24. Migrant Longitudinal File | All migrant students. | | May 1979 | Create file for future analyses. | |
| OTHER DATA SOURCES<br>25. Migrant Student Folders | Random sample of folders kept by Migrant teachers for secondary students for the diagnostic/prescriptive approach. | D4-3 | November through April | Inspection. | |
| 26. Survey of Migrant Programs | Other school districts with a Migrant Program | D4-4 | October through April | Inspection. | |
| 27. PAC Data | N/A. | D6-1, D6-3 I19 | October through April | Inspection. | |
| 28. Classroom Observations | K-5 Migrant teacher's classrooms. | D3-3 | November through April | Frequency distributions. Further analyses to be determined. | |

# VIII

# DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

September-April

1. Bilingual Early Childhood Program (BECP) Mastery Tests: Administered to the participants in the pre-kindergarten program at the end of the units that they cover. A pre-test is also given prior to the first eight units.

2. California Achievement Tests: Makeup tests will be administered in October to migrant students grades 2-12 who were not tested in the spring, 1978. This testing will serve as a pretest measure. District-wide testing in April will also serve as the post-testing for students in grades 1-3. Students in grades 4-12 will be given a special administration of the CAT (in addition to district-wide testing) in April 1979. Grades 4 and 5 are given the full reading section; grades 6-12 are given the vocabulary test only. Testing will be done by the Migrant teacher with assistance provided by ORE staff.

B. Teachers

September-April

1. Migrant Teacher Questionnaire: To be sent to all Migrant teachers in January.

2. Teacher Questionnaire: To be sent to a sample of teachers in schools with a Migrant teacher in January.

3. Migrant Student Attendance Form: To be completed daily by the Migrant teacher and returned to the Migrant evaluator at the end of each six weeks.

4. Migrant Student Folders: Teacher testing for academic placement and usage of the diagnostic/prescriptive approach will be monitored through the Migrant teachers' records on individual students.

5. Classroom Observations: Approximately 40 full-day observations in classes, grades 1-5, taught by Migrant teachers. Observations will be by ORE staff during the months of January through April.

C. Principals

September-April

1. Principal Questionnaire: To be sent to all principals of schools with Migrant teachers during the month of January.

# VIII

# EVALUATION TIME RESOURCES ALLOCATION

78.11

| ACTIVITY | DIRECTOR | SENIOR EVALUATOR | EVALUATOR | DATA ANALYST | EVALUATION ASSISTANT | SECRETARY |
|---|---|---|---|---|---|---|
| INFORMATION SOURCES | | | | | | |
| 1. BECP | - | - | 2 | 1 | - | 2 |
| 2. Boehm | - | - | 1 | 1 | - | - |
| 3. CAT | - | - | 10 | 8 | - | 5 |
| 4. MRT | - | - | 1 | 1 | - | - |
| 5. STEP | - | - | 1 | 2 | - | - |
| 6. Migrant Teacher Questionnaire | - | .25 | 4 | 1 | - | 2 |
| 7. Teacher Questionnaire | - | .25 | 4 | 1 | - | 2 |
| 8. Clothing | - | - | 2 | 1 | - | 2 |
| 9. Health Services Form | - | - | 1 | 1 | - | 1 |
| 10. Medical Expense Form | - | - | 1 | 1 | - | 1 |

# VIII

# EVALUATION TIME RESOURCES ALLOCATION

78.11

| ACTIVITY | DIRECTOR | SENIOR EVALUATOR | EVALUATOR | DATA ANALYST | EVALUATION ASSISTANT | SECRETARY |
|---|---|---|---|---|---|---|
| 11. Student Attendance Form | - | - | 6 | 8 | - | 4 |
| 12. Student Folders | - | - | 6 | - | - | 5 |
| 13. Migrant Nurse Interview | - | - | 1 | - | - | 1 |
| 14. Parent Questionnaire | - | .25 | 4 | 1 | - | 1 |
| 15. PAC Officer Questionnaire | - | .25 | 4 | 1 | - | 1 |
| 16. PAC Data | - | - | 2 | - | - | - |
| 17. Classroom Observations | - | 3 | 11 | 5 | - | 5 |
| 18. Compensatory Programs | - | - | 2 | 5 | - | - |
| 19. Survey of Migrant Programs | - | - | 2 | - | - | 2 |
| 20. Master File | - | - | 2 | 4 | - | 4 |

# VIII

# EVALUATION TIME RESOURCES ALLOCATION

78.11

| ACTIVITY | DIRECTOR | SENIOR EVALUATOR | EVALUATOR | DATA ANALYST | EVALUATION ASSISTANT | SECRETARY |
|---|---|---|---|---|---|---|
| 21. Pre-K Longitudinal File | - | .25 | 5 | 8 | - | - |
| 22. Migrant Longitudinal File | - | .25 | 2 | 8 | - | - |
| SUBTOTAL OF INFORMATION SOURCES | - | 4.5 | 74 | 58 | - | 38 |
| DISSEMINATIONS | | | | | | |
| 1. Final Report | 2 | 5 | 50 | - | - | 50 |
| 2. TEA Report | 1 | 1 | 10 | - | - | 10 |
| 3. Oral Presentations | - | - | 1 | - | - | 1 |
| 4. Evaluation Design | .5 | 1 | 15 | - | - | 10 |
| 5. Addendum to TEA Report | .5 | 1 | 10 | - | - | 10 |
| 6. Needs Assessment | .5 | 1 | 10 | - | - | 5 |
| 7. Program Application | | 1 | 5 | - | - | 2 |

# VIII

# EVALUATION TIME RESOURCES ALLOCATION

78.11

| ACTIVITY | DIRECTOR | SENIOR EVALUATOR | EVALUATOR | DATA ANALYST | EVALUATION ASSISTANT | SECRETARY |
|---|---|---|---|---|---|---|
| 8. Informative Memos | - | 1 | 20 | - | - | 30 |
| SUBTOTAL OF DISSEMINATIONS | 4.5 | 11 | 121 | - | - | 118 |
| ADMINISTRATIVE | | | | | | |
| 1. Other Indirect Time Costs | - | - | 35 | 4 | - | 35 |
| TOTAL | 4.5 | 15.5 | 230 | 62 | - | 191 |

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